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ABSTRACT

This study focuses upon programs designed for full-time paraprofessional employees in human service agencies given time off with pay to attend school. The programs discussed are those whose curricula are designed to connect with and supplement the participants' work and which also grant degrees. Questionnaire returns from 162 such programs comprised the data. Findings reveal that: (1) paraprofessionals perform with considerable academic success; (2) colleges are making many changes to accommodate the new students; (3) most of the programs are in the field of education and of recent origin; and (4) while programs for paraprofessionals exist at colleges all over the country, there is a clustering of such programs on the two coasts. The programs are viewed as part of the more general trend of opening up the nation's colleges in terms of students who are admitted, courses of study offered, and connection with the non-academic and non-college campus world. (TL)

ED050414

AN EXAMINATION OF COLLEGE PROGRAMS for PARAPROFESSIONALS

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Abstract

This study of college programs for paraprofessionals employed in human service agencies reveals that the paraprofessionals perform with considerable academic success, that the colleges are making many changes to accomodate the new students, that most programs are in the field of education and of recent origin, and while programs are at colleges all over the country there is a clustering on the two coasts.

Among the key findings are:

Grades - 60% of the paraprofessionals did as well, and 20% did better than students enrolled in similar courses.

Dropouts - At 50% of the schools the rate was lower than for other students. It was the same for another 24%.

Students - There were nearly 20,000 paraprofessional students at the 162 institutions included in the detailed analysis; 85% were female.

Degree granted - 70% granted a two-year degree, 20% a one-year certificate, 10% a four-year degree.

Credits - 67% assured transfer of all credits to a four-year program. At 19% AA degree was gained in two years, in three at an additional 23%. 48% granted credit specifically for work experience.

Certification - 14% of the programs reported changes in state certification already won; another 14% were working on such changes.

Career Ladders - College programs were coordinated with employer career ladders at 92% of the programs; but only 57% reported that promotions had occured as a result of the college program.

These programs for paraprofessionals are a part of the larger opening up of the nation's colleges in terms of students who are admitted, courses of study offered, connection with the non-academic and non-college campus world. Developments in human service work, in the staffing of health, education, and welfare agencies, as well as the success enjoyed by the present participants in these programs, points to their continuation and likely expansion. The present study, a first of its kind, taps the surface; further inquiry is necessary to provide deeper and fuller data, but more important to offer the basis for monitoring and improving these and similar programs.

Acknowledgements

The initial survey was developed by Nadine Felton. Our thanks go to the various sources who were of assistance in developing the initial listing of colleges, particularly the American Association of Junior Colleges, Bank Street College of Education, and the Career Opportunities Program. Of course, the study could not have been done without the generous cooperation of the persons at each of the colleges who took the time to fill out the questionnaires. To them we are grateful, and hope that the study will be of use and, thus, provide a return for their cooperation.

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There is an opening up of American college programs in a variety of ways. If one characterizes the colleges of yesterday as places in the country, teaching young white middle- and upper-class students, with all learning seen as taking place within the four walls of the classroom of an institution governed by a distant board of directors having little concern for immediate impact upon the present day world of the community around, one would not be very far from the mark. Increasingly, colleges today are admitting new people -- the non-white, the non-affluent, the non-young; paying attention to the community of which they have increasingly been forced to be a part; looking to contemporary activities as a source of learning and experience; bringing faculty and students into roles of governance. There are such developments as admission of Blacks and other inner-city youth, the rapid expansion of community colleges, the introduction of Black Studies and other "ethnic" programs, the growing spread of programs granting credit for non-academic activities (work, political campaigns, travel, etc.), programs which are off-campus (the "external degree" program put forth by New York State Education Commissioner Hyquist, the Antioch and Goddard non-resident degree program, etc.), credits toward degrees obtained by examination (College Level Equivalency Program) regardless of where or how the knowledge was obtained, etc. A part of this opening up of colleges is the new careers effort with its bringing of adult, often non-white, mostly poor, employed workers to colleges as part of a career development scheme.

The New Careers Development Center has sought to learn about these new college programs. Beginning with a "Directory" of nearly 700 colleges

collected from several sources,[1] *we have focused our concern upon programs designed for full-time employees in human service agencies given time off with pay to attend school. These are programs whose curriculum is designed to connect with and supplement the participants' work and are degree granting.*

While the utilization of paraprofessionals is generally accepted in many human service agencies, career advancement is less so. We sought in a mail survey to the colleges listed in the "Directory" to ascertain just what it is they are doing, how it affects paraprofessionals and career development.[2] From over 350 returns, we have culled some 162 programs which fit the special focus noted above. This report is based upon those questionnaire replies.[3] In no way complete nor exhaustive -- and we hope to undertake work which will be more complete, this report, we believe, offers a brief but representative picture of the college programs offered to paraprofessionals employed in human service agencies as of the spring term,

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[1] In February, 1970, NCDC published "Directory of Colleges Offering Degree Programs for Paraprofessionals Employed in the Human Services." That directory consists, in large part, of a compilation of listings of Schools of Allied Health Profession's prepared by the National Institute of Health, Department of Health, Education and Welfare; programs in education prepared by Bank Street College of Education; programs in community action prepared by the National Student Association; cooperative education programs prepared by the Commission for Cooperative Education; Head Start Supplementary Training programs; Labor Department funded programs as part of its new careers grants; programs in social work prepared by the Council on Social Work Education; and a preliminary listing of colleges to be involved in the then to be launched Career Opportunities Program of the U.S. Office of Education.

[2] The survey was mailed in March and most returns used were in by June, 1970.

[3] A copy of the questionnaire is appended, as is a list of the 162 colleges.

1970.[4]

Responses were obtained from colleges in forty-four states and the District of Columbia. Table I shows the geographic-distribution of the programs.

Table I - GEOGRAPHIC DISTRIBUTION OF COLLEGES

AREA	PERCENT OF TOTAL
East	22
Southeast	21
North Central	18
Southwest	11
West	28

(n = 162)

[4]A word on methodology and validity is appropriate. We received returns from over half those to whom we mailed questionnaires. An analysis of the non-responding institutions indicates that they largely operate programs not within the definition of programs with which we are here concerned. Further, we believe that while those 162 programs which form the basis of this study do not represent the entire universe of such programs they do offer a representative sample. Our belief here is based upon the spread of the programs, the corroboration of the data here presented by other (limited) studies, as well as our general knowledge and sense of such programs. We feel, therefore, that within a reasonable range, perhaps plus or minus 10%, the data does present an accurate picture of the full universe at the present time.

Most programs were concentrated on the two coasts -- California alone had twenty colleges responding, New York fifteen. The six states in which no colleges responded were those of sparse population and small minority group population.

There were 18,904 students enrolled in the programs at the colleges responding.[5] *Nearly 85% of those enrolled were female;* this corresponds with data such as the report that 80% of the participants in the Scheuer Amendment New Careers program are women. Female enrollment was highest in programs such as Head Start Supplementary Training (a study on that program as a whole reports that 96% of the participants are women), other early childhood and education programs, social work and mental health. Male enrollment was highest in the areas of law enforcement and public safety, fire prevention, and health. In fact, thirty-one of the programs had no men with one program in dental technology reporting that it would enroll men only if specially qualified. That even "traditional" female fields could enroll men is suggested by the program in nursery education at the State University at Farmingdale (N.Y.) which enrolls 95 men and 75 women.

Individual college programs ranged from 5 to 2,800 students. Where enrollment of paraprofessionals is high, the paraprofessionals are usually admitted to regular programs of the college, and take courses from the regular catalogue with other students. In general, the converse is more true at colleges enrolling fewer paraprofessionals. Also, the programs

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[5] Of the 162 programs used as the basis of this report, 140 responded as to enrollment. While the reasons were not always clear for the non-response of the 22 other programs, one can assume that the total enrollment at the 162 institutions was greater than 18,904 but just how much greater is not known.

at colleges which enroll large numbers of paraprofessionals appear to be the least innovative, allow fewest deviations from the regular programs, are less flexible in admission requirements. In short, they appear to treat the paraprofessional less as a "special" student. Whether this is "good" or "bad" would seem to be more a function of the particular program than the extent to which changes are made.

Among the 162 colleges, there were 232 different programs. In many cases, the difference between programs at an individual college was little more than the different funding source. Table 2 shows the distribution of programs.

Table 2 - TYPE OF PROGRAMS

SPECIFIC PROGRAM	# PROGRAM	PERCENT OF TOTAL
Head Start Supplementary Training	58	25
New Careers (Scheuer Amendment)	47	20
Education	31	13
Allied Health	21	9
Social Work	21	9
Career Opportunities Program	18	8
Mental Health	14	7
Other	22	9

(n = 232)

Programs in early childhood and education are most plentiful, reflecting the availability of funding for these programs; the inauguration of the Career Opportunities Program by the Office of Education, after the completion of this survey, will only increase the predominance of education programs.

That *we are dealing with a new phenomena* is reflected in Table 3.

Table 3 - DATA OF START OF PROGRAM

STARTING DATE	PERCENT
Prior to 1960	1
1961 - 1965	0
1966 - 1967	21
1968 - 1970	78
	(n = 42)

Over three-quarters of the programs were begun since 1968. This finding is interesting not only in itself but also should caution us that the programs have just begun, may be tentative and in a formative stage. The present status, then, should not be assumed to be final or unchangeable.

A third of the programs indicated that they had changed their entrance requirements. Changes include trial admissions, enrollment without a high-school diploma with or without the requirement that a GED be earned prior to the granting of the college degree, admission based upon interview, use of a committee to review all facets of an applicant's "case", "open admissions" to workers in a particular agency or funded under a particular

federal program, lowering of grade or examination standards. That two-thirds of the programs have not changed their requirements does not necessarily mean that they maintain standards inappropriate to paraprofessionals. For example, over half of those which had not changed their admissions requirements do not require either a high school diploma or equivalency degree for adult applicants.

-- Alaska Methodist University in its Head Start Supplementary Training, New Careers, and Career Opportunities Program has altered its admission requirements to accept students through an interview and approved by committee.

-- Pasadena City, (Cal.) College admits students without transcripts and without testing.

-- Colorado State University does not require entrance examinations; all high school diploma and equivalencies are accepted.

-- Honolulu Community College has an open admissions policy for all New Careers program enrollees.

-- West Georgia College has dropped its high-school diploma or SAT score cut-off level for paraprofessionals.

The great majority of programs are designed for a two-year degree.

Table 4 - TYPE OF DEGREE AWARDED BY PROGRAM

DEGREE	PERCENT
1 Year Certificate	20
2 Year	70
4 Year	10
	(n = 20)

This high percentage of two year programs may account for the relatively limited need to change admissions in order to accomodate paraprofessionals. On the other hand, the high percentage of two year programs makes transferability of credits from two to four year programs a key issue (see below).

Within a single college program there may be anywhere from one to ten courses of study. At some colleges *whole new sequences have been developed* with new courses, defined objectives, content areas to be covered, required readings, and extensive bibliographies.

-- The New Careers programs at Drake University (Indiana) has a Human Services sequence, as does Rockland (N.Y.) Community College.

-- Purdue University (Indiana) has pioneered a course of study for mental health workers in the middle-level career slots. There are new courses, and a resequencing of courses.

-- Gorham State (Maine) College, retains the traditional course of study for its Career Opportunity Program but with a heavy dosage of interpersonal and sensitivity training, and a reordering of course sequence.

-- Unfortunately, some of the most innovative curriculum designs are not for credit as the courses in Social Urban Problems and Mathematics at Baltimore Community College.

Whether programs are traditional or new, they are usually lodged in traditional departments. One of the few new departments is the New Careers Department at McLennan Community College (Texas). Placing of such programs in traditional departments offers the advantage of legitimatizing the new program but the degree of experimentation may be hindered.

More frequent than new courses of study was *reordering of present courses*, as indicated in Table 5.

Table 5 - RESEQUENCING OF COURSES

	PERCENT
Courses Reordered	60
Not Reordered	15
N A	25
	)n = 20)

Among the changes were *placing the job-related courses first*, placing first courses of more immediate use and interest, teaching "upper division" professional courses at "lower division" level, running combined lower and upper division courses, etc. Such changes occur in all types of programs and there does not appear to be a correlation between these changes and any particular field.

The reordering of courses seems to be a major change in these programs. While this change was expected, another expected change was not so evident. *Less than half the programs reported that they granted credit for work experience.*

Table 6 - CREDIT FOR WORK EXPERIENCE

	PERCENT
Credit Granted	48
No Credit	52
	(n = 52)

This low figure may be due to some colleges actually granting credit for what is in fact work experience under the label of practicum, practice teaching, field work, etc. Credits granted ranged from 1 to 36. There is some limited granting of credit for work previous to matriculation, often confused with credit for life experience. Many respondents indicated that questions of credit for work experience while in the college program, for prior work, and for life experience were serious ones, ones with which they were struggling.

-- The two-year Human Services curriculum at McLennan Community College (Texas) includes 36 credits for work experience.

-- The Talent Corps/College for Human Services (New York City) grants up to 29 credits for work experience.

-- Sandhills Community College (North Carolina) grants work experience credit based upon individual negotiations with the students in its mental health associates program.

-- And while not included in this study as it does not conduct a program for paraprofessionals, Yale University now plans to allow selected seniors to spend a term teaching in a public school for full credit toward the undergraduate degree.

The issue of credit for work experience is closely connected with transferability of credit for it is these very credits which are most often subject to question. For example, while 36 credits are granted for work experience in the McLennan Community College program, they are not transferable toward a four year degree. Fortunately, however, this is not generally true, as Table 7 shows.

Table 7 - T R A N S F E R O F C R E D I T S

		PERCENT
Full transfer of All Credits		67
Partial Transfer		33
More than four-fifths of the credits transferable	8	
Two-fifths to four-fifths	20	
Less than two-fifths	5	

(n = 64)

Ironically, of course, it is those two year degree and one year certificate programs which are least innovative which encounter fewest problems of transferability. The high rate of transferability may be a function of low percentage of programs which overtly grant credit for work experience. While this lack of innovation -- if such is the actual meaning of only 48% of the programs granting credit for work experience -- may lead to a higher rate of transferability, it may be a consequence of not granting significant credit for work, one of the things such programs would seem to be designed to do.

Programs vary widely in the number of credits granted per term, as Table 8 indicates.

Table 8 - C R E D I T S P E R T E R M

	P E R C E N T
3 - 6 Credits	24
7 - 9 "	24
10 - 12 "	18
13 - 16 "	24
Over 16 Credits	10
	(n = 41)

As this range of credits per term granted indicates, *the length of time necessary to obtain a two year degree also varies,* as Table 9 shows.

Table 9 - TERMS NECESSARY FOR A TWO YEAR DEGREE

T E R M S	P E R C E N T
4	19
5 - 6	23
7 - 8	21
9 or more	7
Variable	30
	(n = 43)

Thus, *nearly a fifth of the programs expect paraprofessionals to obtain a two year degree in the same time required by full-time students*, and another fifth to finish in fifty or less percent more than the "normal" time. This might suggest that considerable credit must be granted for work activities, whether called work experience credit or otherwise labelled.

The question of "sheltered" or mixed class composition for paraprofessionals has been a continuing issue for program designers. The paraprofessionals' "special" characteristics, needs and interests encourage classes for them alone, perhaps with the consequence of stigmatization, while a de-emphasis upon their specialness and recognition of the values to be obtained from attendance in classes with students of different background and interests leads to "mixed" classes. As Table 10 indicates, the programs have given varying answers to these issues.

Table 10 - CLASS COMPOSITION

	PERCENT
All Separate Classes	37
Some Separate, Some Mixed Classes	42
All Mixed Classes	21
	(n = 43)

Some of the same issues concerning the value of heterogeneity as contrasted to the paraprofessionals' specialness which are in play in class composition, also affect the question of where courses are held, as indicated in Table 11.

Table 11 - L O C A T I O N O F C O U R S E S

	P E R C E N T *
Main College Campus Only	28
Some courses at Agency	30
College extension facilities	30
Other Community facilities	35
	(n = 51)

*Total equals more than 100% as some programs used more than one type of facility.

The central unique feature of these programs is that the students are employed, and, thus, it is not surprising to see that *the academic programs are highly coordinated with work.*

Table 12 - C O O R D I N A T I O N W I T H C A R E E R L A D D E R S

	P E R C E N T
Academic Program Coordinated with Career Ladders	92
Not Coordinated	8
	(n = 50)

The exact nature of this coordination is not fully clear. Table 13 suggests that *the substance of the coordination is less than the appearance.*

Table 13 - E F F E C T O F C O O R D I N A T I O N

	PERCENT
Promotions Won as a Result of Academic Work	57
No Promotions	13
N A	30
	(n = 49)

The apparent difference between the 92% of the programs which claim coordination of academic programs with the career ladder and the only 57% which report promotions as a result of the academic program may be a function of several factors. First, given the newness of the program -- 78% begun since 1968 -- there may not have been enough time for promotions. Second, the coordination may be more on paper than real as the 30% of the college program respondents who could not reply to the question as to the effect upon promotions of the academic work indicates. Third, it may be, as the response of the Alaska Methodist University stated, "agencies are slower to change than we."

The sense that questionnaire responders had of close coordination is corroborated by Table 14.

TABLE 14 - C O O R D I N A T I O N W I T H A C A D E M I C W O R K

	PERCENT
Job Coordination with Academic Work	92
Not Coordinated	8
	(n = 50)

Again, however, there is some question as to the extent of this coordination. Central to the coordination of job with college is released time from the job during the paid work day for attendance at college. However, Table 15 indicates this was less extensive than the general statement of coordination suggests.

TABLE 15 - R E L E A S E D T I M E

	PERCENT
Released Time Granted	60
Not Granted	40
	(n = 50)

Of those which granted released time, the number of hours ranged from three to twenty hours per week with the majority at around six hours. Where released time is not granted, the less than full time employment in some paraprofessional programs may be the way attendance at college is also possible.

As with changes in admissions, it is not clear whether changes in

certification are by themselves necessary. The issue is the adequacy and pertinency of the procedure and, unfortunately, the questionnaire while tapping information concerning change does not do so for adequacy. And, again, the amount of change which has actually occurred is related to the newness of the programs, as indicated in Table 16.

Table 16 - C H A N G E S I N C E R T I F I C A T I O N

	PERCENT
Changes Made	14
No Changes	76
N A	10
	(n = 51)

While only 14% of the institutions reported changes already made by appropriate state boards and commissions, the same number reported recommendations for changes, changes being considered or negotiated. Thus, *we can anticipate a significant increase in the percentage of institutions reporting such changes in the future.*

The addition of these new students has required additional faculty, at the least due to their simple numbers. We sought to ascertain whether any changes had been made in qualifications for these new faculty and whether new sources were being tapped. Table 17 indicates that *most of the schools have not used different standards for new faculty.*

Table 17 - FACULTY STANDARDS

	PERCENT
New standards Used	16
No new standards	84
	(n = 51)

Those that stated they used different standards, as well as many who reported no change, stated that greater emphasis was placed in recruitment based upon ability of faculty members to "relate" to these students.

-- Alabama A & M says they sought faculty who could ensure "student-oriented" classes.

-- Alaska Methodist University placed less emphasis upon degrees.

-- San Bernadino Valley (Cal.) College states that a regular credential is not required in some cases.

-- The University of the Pacific (Cal.) says that academic requirements for faculty have not been reduced, but practical experience is also required for faculty in these programs. Similarly, the University of Hartford says that "ability to relate" is stressed in addition to regular qualifications.

While only 16% of the colleges reported different standards for faculty hired for these programs, in response to a question as to the source of new faculty, 90% of the colleges reported new sources, as indicated in Table 18.

Table 18 - SOURCES OF NEW FACULTY

	PERCENT
Paraprofessionals	14
Employer Agency Staff	42
Community Residents	34
Only Traditionally Qualified Persons	10
	(n = 51)

An explanation for the seeming contradiction between the data reported in Tables 17 and 18 is that apparently many of the institutions included all program employees in their response to the question as to sourse of new faculty (Table 18). Thus, for example, in supplementing their answer to the question, some respondents noted that paraprofessionals were hired to tutor or coach other program participants, community people were used to teach non-credit courses, agency employees to supervise field work. Thus, while it seems clear that some new and different types of people are being hired to staff these programs, it is likely that the lower figures of Table 17 more reflect that situation, at least in so far as "regular" teaching faculty, than do the higher figures of Table 18. Although, it may be that at least some of the programs preferred not to declare changes in standards which in fact had occured.

The suggestion that the new and different staff are used to supply supplementary services is bolstered by the report of major increases in such services, as indicated in Table 19.

Table 19 - SUPPORTIVE SERVICES PROVIDED

	PERCENT
Extra Guidance and Counseling	91
Remedial Education	78
GED or High School Equivalency Program	50

(n = 41) (Note: The total is greater than 100% and reflects multiple responses.)

A central concern, of course, is *how well paraprofessionals perform in the college program.* Previous reports from individual programs, such as that at the General College, University of Minnesota, suggested that they were doing slightly better than others in the same program. Our investigation corroborates this, as indicated in Table 20.

Table 20 - PARAPROFESSIONALS' GRADES

	PERCENT
Better Than Other Students Enrolled in Similar Courses	20
As Good	60
Worse	9
N A	11

(n = 51)

Similar findings are reported regarding drop-out rates.

Table 21 - PARAPROFESSIONALS' DROP-OUT RATE

	PERCENT
Lower Than for other Students	50
The same	24
Higher	9
N A	17
	(n = 51)

The common assumption has been that paraprofessionals would do less well[6] than other students. Several reasons are put forth for this expectation: they are usually differently and often less well prepared than regular students; they have been out of school for a long time; they are working while attending school; they have family responsibilities; etc. On the other hand, to the extent that these data accurately reflect general success as compared with other students,[7] one can see a variety of factors at work. These are likely to include: the special efforts made by the institutions but at least as important, it would seem, are the special effort brought to their studies by the paraprofessionals, their more defined sense of purpose, their greater maturity, the often direct and immediate relevance to their work of the college program.

The future of these programs is a function of many factors -- the institutions' wishes, the power of the students to demand such programs,

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[6]We recognize that neither grades nor drop-out rates are adequate or even sufficient measures of performance but, unfortunately, they are the only "hard" data we have available.

[7]Note that well over half the entering freshmen in all college programs do not graduate.

the availability of resources. As to the last of these factors, all of the programs are funded, at least in part, with federal funds, although most report local contributions. The largest funding sources are Head Start Supplementary Training and New Careers; many programs have packaged together funds from several sources. It is encouraging to note that over 90% of the institutions indicated that they expected the program to continue after the present funding period. Whether this meant that further periods of federal grant support were anticipated or that local resources were going to be used is not indicated.

In terms of program initiation, employer agencies seem to be the key group, while once the program has begun their role is supplemented by college staff, individuals from the community, and the paraprofessionals themselves.

In addition to the specific datum responding to the questionnaire, respondents were asked to report upon major success and major problems.

Major Successes

Successes fall into various categories: successes in the areas of program initiation and development, curriculum development and innovation, acceptance by the college of new views and admission of persons into college programs who might not ordinarily have been admitted. That is, *success with the college system to accept the concept of paraprofessionals engaging in work-study programs using the college as a vehicle for career promotions and mobility.*

The second area of success lies within the employer agency itself: providing released time, often with pay; acceptance of the work-study concept by agency administrators; fighting for changes in state certification, etc.

Another area of success is focused around the paraprofessionals themselves: greater enthusiasm for their jobs, high motivation for improvement of job and life situation via college courses and degrees, certification, etc.; positive alteration of self-image; high degree of success within the college situation.

Alabama University:
"Getting everyone who had not finished high school ready to take, and pass, the GED test. Everyone has now accomplished this."

Alaska Methodist University:
"Getting the Head Start aides into regular courses has been our greatest success as well as getting the faculty to revise their courses to fit the Head Start aides need."

Gavilan College:
"High employment rate in nursing, Social Worker Aide and Teacher Aide Program."

San Bernadino Valley (Cal.) College:
"Very low drop-out rate. Nearly all students in classes I.A. 25 and I.A. 26A are employed as aides. They are highly motivated, attend classes regularly and complete the classes."

San Fernando Valley (Cal.) State College:
"Accreditation of the Physical Therapy Curriculum by the AMA & APTA, April, 1969. Accreditation of the Environmental Health (Sanitarians) Program by the State Department of Public Health, 1967. 17 of 19 Env. Hlth. graduates eligible to attempt State Examination to qualify as Registered Sanitarians were successful and all placed in professional employment."

Sonoma State (Cal.) College:
"With the help of a sympathetic administration, faculty and community, we have managed to get about 50 Target area adults registered and taking courses with passing grades on the Sonoma State Campus. They are losing their fear of clerks, cashiers, filling out forms, etc. They are also beginning to suspect that they are not as inept as they had assumed, e.g., although they are not as well read or as articulate as the middle-class 18-year-old college student, they have been through many of life's experiences that enable them to tune into what the professor is trying to teach. They can relate to their instructors on an adult-to-adult basis, rather than pupil-teacher. Some of our students are taking the plunge to fulfill general education requirements of a degree program."

Pasadena City College:
"Work-study core classes have attracted approximately 1,000 non-professionals, pulled in from all over the country. To date, approximately 75 have received the "certificate" to which they are entitled upon completion of four work-study core classes (20 units: 12 theory, 8 work experience). Once hooked on higher education, many are completing general education requirements for AA degree; some plan to go on for B.A."

Colorado State University:
"Participation of Career Development Committees in program planning and evaluation. Inter-institutional cooperation in developing the Colorado Consortium."

University of Hartford:
"Adults have found that they can succeed in academic work. Self-worth levels have climbed. Attitudes of faculty toward non-high school graduates and former academic failures has radically changed."

Washington Technical Institute:
"We were funded for 200 and out of that number, 126 graduated."

Honolulu Community College:

> "Enrollee motivation and adjustment to school have been outstanding. 28 of our 71 enrolees were drop-outs from schools. All of our enrolees are put on civil service status and are bona fide state employees. This has been a very stabilizing factor and accounts for our very high retention rate. Also, user agencies have been very helpful in the training program because they realize that a good training program will provide them with better employees."

Major Problems

Each program seemed to report as many problems as they did successes. Problem areas include basically some aspect of every question on the questionnaire with a concentration in the areas of money, intransigency of traditional staff at both colleges and agencies, transferability of credits and certification changes which are slow in coming. Although many problems with the students are enumerated such as lack of motivation, high rates of turn-over, low academic levels, this seems to be the area of either the greatest success or there is a feeling that through rectification of other program problems, problems with students will be mitigated.

Peru State (Indiana) College:

> "The large turnover among paraprofessionals in the employing agencies and inadequate funding to fully implement the program."

University of Pittsburgh:

> "Special programs are like bastard children - they have no real parents and must exist in an illegitimate fashion hoping that the money for continued existence is maintained. Any program financed by 'soft' money is controlled by everyone, even those with little interest other than a paternalistic, patronizing attitude toward people who are different,'."

Roger Williams (R.I.) College:

> "Making programs known to target area residents; getting them to enroll; eliminating fears of coming back to school after many years; transportation from neighborhoods to school site; baby-sitting for mothers."

Tarrant County (Texas) Junior College:

"Our major problem stems from the fact that there is no certification requirement by the state for workers in residence homes and child caring facilities. This results in a low-pay scale and in turn in our recruitment of students. Many of these people need an incentive, in addition to self-improvement, in order to enroll for classes."

Texas Women's University:

"I. The students want to progress faster but it is not possible to take more courses, do a full day's work, and care for family duties also. The most apt trainees need to have a full-scholarship and adequate stipend, large enough to permit the trainee to go to school full time without causing the family to suffer.

II. The problem of certification for paraprofessionals needs prompt attention by the Examining Boards. Certification in areas of health aides, welfare aides, and teacher aides is necessary to give real meaning to the training the Head Start staff has received."

Seattle Central Community College:

"Attendance of those students in New Careers courses only. Providing necessary remedial work. Meeting agency expectations for transferable credit for any course a student is taking. Scheduling classes on Tues. - Thurs. schedule for New Careers and in late afternoon for others. Providing the extensive emotional and tutoring support needed by students. Communications with funding and employing agencies."

Yakima Valley College, Tacoma Community College, Eastern Washington State College, Western Washington State College, New Careers for Washington College Consortium:

"(1) Finding faculty to bridge the work and academic worlds and teach in relevant ways. (2) Working with four colleges made technical assistance and development by program staff difficult, (3) due to fact that we had careerists in a number of fields at same college program, courses had to be general and missed some individual needs."

Summary

The effort of colleges to admit, teach and graduate paraprofessionals employed in human service agencies is well underway. The present academic year, with the inauguration of the Career Opportunities Program involving nearly two hundred colleges, will sharply accelerate the development. As has been the case with many of the other new developments in colleges over the past few years, these initial efforts often have been less than carefully planned, have been less than effectively carried out, and have been less than a complete success. What can be said is that growing numbers of adults, most not eligible according to traditional standards, are now attending college while working as paraprofessionals. They are enrolled in degree granting programs that are likely, at least for some, not to take significantly longer to obtain a degree than it would for full time students, despite the fact that the participants are employed. The job and the school work are linked together, although the precise degree of effective coordination between the two may vary. Changes have been made by many of the colleges in admissions standards, ordering of courses, coordination of academic work with the paraprofessionals' job, location of the college class, while somewhat fewer of the colleges have made changes in terms of credit for work experience, new faculty, explicit new courses of study. While many factors would have to be assessed to have a full picture of the success of the paraprofessionals' performance as a college student, it would appear that in terms of marks and drop-out rates they are more than holding there own.

This preliminary survey, to our knowledge the first of its kind, quite naturally raises at least as many questions as it answers. For example, while the questionnaire focussed upon whether or not a particular change

had been made, viz. in admissions standards, criteria for faculty, etc., less attention was given to the adequacy and effectiveness of either the old or new procedure. Similarly, while the fact of whether or not academic and job activities were coordinated was sought out, the nature and effect of such coordination was only touched upon. In a sense, perhaps, some of the more detailed questions may be a bit premature in light of the recentness of these programs. But, if they are not only to grow but to flourish, there must be close observation, careful and current reporting of experiences, and necessary modifications undertaken.

It would seem clear that colleges will henceforth admit, likely in increasing numbers, employed paraprofessionals. The question, then, becomes not so much whether or not they are attending college but more what is it doing to them; how is their college attendance affecting their job performance; and how in turn, are they effecting the college. It is the answers to these deeper questions that must occupy students of this particular aspect of the college scene in the months and years to come.

QUESTIONNAIRE

Please answer as many of the following questions as possible. THIS QUESTIONNAIRE SHOULD TAKE NO MORE THAN FIFTEEN MINUTES TO COMPLETE.

NAME OF COLLEGE_____

Name of Program_____ Dept. or Div._____

Address_____

City & State_____ Zip_____ Phone No._____

Your Name_____ Title_____

Name of Program Director_____

ENROLLMENT:

1. Total paraprofessional enrollment in your program_____
   men_____ women_____.

1a. Date program began_____.

ADMISSIONS:

2. Has the college changed its entrance requirements for admission into your program? Yes_____ No_____. Major Change:_____

2a. Is a high school diploma or equivalency required? Yes_____ No_____

2b. How many students are non-matriculants?_____ matriculants?_____

CURRICULUM:

3. Please list below those fields of study available to paraprofessional in your program and indicate where a special curriculum was developed for the paraprofessionals.

Field of Study	Degree (2yr & 4yr)	No. of Credit Hrs.	Dept.	Special Curric.

3a. Have you developed <u>new</u> courses? Yes____ No____. Example:_____

3b. Have you changed the sequencing of courses? Yes_____ No_____. Exampl

WORK EXPERIENCE:

4. How much credit is given for paraprofessional's on-the-job experience <u>while</u> he is attending college?_____per term_____
   Maximum number of work-experience credits acceptable towards your two-year degree_____ four-year degree_____

4a. How much credit is granted for paraprofessional's experience in work or life <u>before</u> he entered college?_____

TRANSFERABILITY:

5. Are all 2 year degrees-programs transferable to a 4 year college or program? Yes____ No____. If NOT, what percent of courses are transferable?_____. How much work experience credit is transferable?_____

5a. How many credit hours per term do paraprofessionals take?_____

5b. How many terms will it take a paraprofessional to complete his 2 year degree?_____ 4 year degree?_____

METHODOLOGY:

6. Are paraprofessionals taught in classes separate from other students? Yes_____ No_____. If so, what percent of their course work is taught in separate classes?_____

CAREER PLAN:

7. Is the college's academic program designed to mesh with the employer agency's career ladder or promotional plan for paraprofessionals? Yes_____ No_____. If so, have paraprofessionals received promotions as a result of their college work? Yes_____ No_____.

7a. Is the paraprofessional's work coordinated with the academic course work? Yes_____ No_____.

7b. Do paraprofessionals receive time off the job with pay to attend college? Yes_____ No_____, If so, how many hours/week?_____

CERTIFICATION:

8. Have there been any major changes in the State Board of Higher Education or other certifying bodies regarding certification? Yes_____ No_____. Briefly describe:_____

_____

INSTRUCTORS:

9. Have you had to recruit and hire additional faculty for this program? Yes_____ No_____.

9a. Have academic requirements for your instructional staff been changed? Yes_____ No_____. Briefly explain:_____

_____

9b. Are any of the following people teaching courses?

paraprofessionals_____, employer agency staff_____,

community residents_____, other_____.

LOCATION:

10. Are any of the college courses taught at: main campus_____, employer agency of paraprofessional_____, extensions located in inner-city community_____, extension services in rural or outlying areas_____, other_____.

GRADING:

11. As a group are the paraprofessionals' grades or averages as good as_____ better than_____lower than_____ grades of other students enrolled in similar courses?

11a. As a group is the paraprofessional drop-out rate the same as_____ higher than_____ lower than_____ the drop-out rate for other students.

SUPPORTIVE SERVICES:

12. Do you offer extra counseling and guidance services to paraprofessionals? Yes_____ No_____.

12a. Do you offer remedial education to paraprofessionals? Yes____ No_____.

12b. Are those paraprofessionals who do not have high school diplomas enrolled in GED or high school equivalency programs? Yes_____ No_____.

FUNDING:

13. Please indicate your funding source:

_____Head Start Supplementary Training
_____Career Opportunities Program
_____New Careers (Scheuer Amendment)
_____Model Cities
_____Title I ESEA
_____Title I Higher Education Act
_____Allied Health
_____Local Community Action Agency
_____Private Foundation (name)_____
_____College Fund (name)_____
_____Other (name)_____

13a. Do you expect the program to continue after current funding period has ended? Yes_____ No_____.

13b. Do paraprofessionals pay for any of the following: fees_____, tuition (rate/credit hr.)_____, books and supplies_____, other_____. If so, are scholarships or other monies available to paraprofessionals? Yes_____ No_____.

COORDINATION:

14. Which of the following groups have been involved in initiating, developing and/or evaluating the program?

Group	initiate	develop	evaluate
Paraprofessionals	____	____	____
Other Students	____	____	____
Individuals as Community Reps.	____	____	____
Employer Agency Staff	____	____	____
Community Organizations	____	____	____
Instructors	____	____	____
Other Dept. Faculty	____	____	____
Dean of Dept.	____	____	____
State Office of Education	____	____	____
Other Related College Programs (i.e. Head Start, New Careers) Please specify_____	____	____	____
Other (name)_____	____	____	____

14a. If there is an organization of paraprofessionals in your college or community, please complete:

Name of Organization_____

Address_____

City_____ Zip_____

Contact Person_____ Phone No._____

(please complete reverse side)

We are interested in learning about those aspects of your program which you feel have been most successful, as well as those which have presented the most difficulty. PLEASE BRIEFLY DESCRIBE:

I. Major SUCCESSES: _____

_____

_____

_____

_____

_____

II. Major PROBLEMS: _____

_____

_____

_____

_____

_____

If you know of any other degree-granting programs in your college or area for para-professionals, please list below:

Name of Program _____ Dept. _____

College _____ Address _____

Contact Person _____ Phone No. _____

- -

Name of Program _____ Dept. _____

College _____ Address _____

Contact Person _____ Phone No. _____

PLEASE RETURN TO:

(Envelope Enclosed)

New Careers Development Center
New York University
238 East Building
New York, N.Y. 10003

THANK YOU.

Date _____

(4)

LISTING OF COLLEGES

Alabama:

Alabama A & M University
Jefferson State Junior College
Spring Hill College

Alaska:

Alaska Methodist University

Arizona:

Arizona State University
Central Arizona College

Arkansas:

University of Arkansas

California:

American River College
City College of San Francisco
Contra Costra College
East Los Angeles College
Gavilan College
Golden Gate College
Los Angeles City
Merced College
Mills College
Orange Coast College
Pasadena City College
Riverside City College
San Bernardino Valley College
San Fernando Valley State College
Sonoma State College
University of California at Los Angeles
University of California - Riverside
University of the Pacific
University of San Francisco
West Valley Community College

Colorado:

Adams State College
Colorado State University
Community College of Colorado
El Paso Community College
Metropolitan State College

Connecticut:

Manchester Community College
Mattatuck Community College
University of Connecticut
University of Hartford

District of Columbia:

Washington Technical Institute

Florida:

Daytona Beach Junior College
Hillsborough Junior College
Indian River Junior College
Miami-Dade Junior College
St. Petersburg Junior College

Georgia:

West Georgia College

Hawaii:

Honolulu Community College

Illinois:

Parkland College
Prairie State College
Sauk Valley College

Indiana:

Indiana University Medical Center
Indiana Vocational and Technical College
Purdue University - Fort Wayne
St. Joseph's College Calumet Campus

Iowa:

University College, Drake University

Kansas:

Donnelly College
Wichita State University

Kentucky:

Alice Lloyd College
Jefferson Community College
Morehead State University

Maine:

Gorham State College
St. Francis College

Maryland:

Anne Arundel Community College
Catonsville Community College
Charles County Community College
Chesapeake College
Community College of Baltimore
Essex Community College
Montgomery College
Prince George's Community College
University of Maryland

Massachusetts:

Garland Junior College
Greenfield Community College
Northeastern University
Springfield College
Wheelock College

Michigan:

Ferris State College
Saginaw Valley College
Washtenaw Community College
Wayne State University

Minnesota:

Mankata State College
University of Minnesota
Willmar State Junior College

Mississippi:

University of Mississippi

Missouri:

Avila College
Central Missouri State College
Drury College

Montana:

University of Montana

Nebraska:

Creighton University

New Hampshire:

White Pines College

New Jersey:

Mercer County Community College
Middlesex County College

New Mexico:

College of Santa Fe
Eastern New Mexico University
New Mexico Highlands University
University of Nex Mexico

New York:

Broome Technical Community College
Elmira College
Fordham University
Herkimer County Community College
Kingsborough Community College
Nassau Community College
New York City Community College
New York University
Queensborough Community
Skidmore College
Southhampton College of L.I.U.
State University A & T - Farmingdale
State University of New York - AG & Tech. - Canton
State University of New York - Downtown Medical Center
Talent Corp - College for Human Services
Ulster County Community College

North Carolina:

Guilford Technical Institute
Lenoir Community College
Mars Hill College
North Carolina Central University
Sandhills Community College

North Dakota:

University of North Dakota

Ohio:

Antioch College and Sinclair Community College
Cuyahoga Community College
Kettering College of Medical Arts
Lakeland Community College
Sinclair Community College
University of Akron
University of Cincinnati

Oregon:

Southern Oregon College

Pennsylvania:

Community College of Philadelphia
Harcum Junior College
Marywood College
Peru State College
Temple University
University of Pittsburgh

Rhode Island:

Roger Williams College

South Carolina:

Baptist College at Charleston
College of Charleston
Greenville Technical Education Center

South Dakota:

Augustana College
Dakota Wesleyan University
Sioux Falls College
University of South Dakota

Tennessee:

Cleveland State Community College

Texas:

Amarillo College School of Biomedical Arts and Sciences
McLennan Community College
Tarrant County Junior College
Texas Women's University
University of Texas at El Paso

Utah:

University of Utah

Virginia:

Clinch Valley College

Washington:

Bellevue Community College
Clark College
Everett Community College
Lower Columbia College
New Careers for Washington
Seattle Central Community College
Shoreline Community College
Tacoma Community College
University of Washington
Washington State Community College
Yakima Valley College

Wisconsin:

Dominican College
Northland College
University of Wisconsin

West Virginia:

Marshall University

Wyoming:

Eastern Wyoming College
University of Wyoming